TRAVEL JOURNAL GUIDELINES

PEOPLE TO PEOPLE STUDENT AMBASSADOR PROGRAMS

For the 2008 travel year, we are providing a travel journal for students and leaders. This item is designed to be multi-functional, serving as a forum for students to record learning experiences, sketches, and memoirs. In addition, it provides useful templates for recording important information.

You'll see in your Orientation Meeting Guide that we recommend you introduce the travel journal at Meeting #2. Starting with this meeting, you'll find instructions for travel journal assignments built into the meeting agendas.

Packing Tip

Instruct students to keep their journal in a ziploc bag while not in use to prevent damage.

Organization of the Travel Journal

Please distribute a journal to each student and go over the information below regarding the journal's organization. Instruct delegates to write their names and, if you choose, their delegation number or travel group number on the front cover.

- **Hotel information and contacts**
  As soon as you arrive at the airport and meet your delegation manager, students should write the delegation manager's name and phone number inside the front cover of their journal. Every time you arrive at a new hotel, students should write down the name and number of the hotel, leaders' room numbers, and the meeting point in case of an emergency.
- **Pre-travel journal**
  Students should write at least three pre-travel journal entries. Follow the instructions in your Orientation Meeting Guide for assigning these.
- **"Sharing About Yourself"**
  These pages are designed to provide students with a starting point for sharing information about themselves with other delegates; for example, while riding on the coach or living with the home stay family. The questions are great conversation starters!
- **"Interview with a Local"**
  This page includes a list of suggested questions to ask locals to help enrich students' People to People experience. Students are not required to write any answers here, although they can if they choose to.

Journal Entry Section

- **Journal topics**
  This section includes a list of journal prompts to help guide students with their journal writing. The leadership team can decide if they want to assign daily journal topics or if you'd prefer to let students choose independently. Some of the topics are more appropriate for days later in the program, after the students have had more travel experience. Remind them of this if they are choosing their own questions. Feel free to elaborate on any of the prompts you assign as you deem appropriate, or to suggest alternate topics.
- **Learning reflection**
  The first page of the journal entry section is a learning reflection page. Students use this page to note some of the main points they learned during the activities for that day.

  We recommend that you guide students to complete this page as a group on the coach, using a whole group brainstorm to help students remember and retain what they learned.

  Alternately, you can suggest students work in small groups to complete this page at the end of the day. You can then review it together as a whole group the next morning.

  This section can be written as notes, bullet points, words, or phrases. Students should not be evaluated on how clearly they explain what they learned, but on whether or not they recorded relevant points of learning. Look for an average of five learning points per entry.

- **Journal pages**
  Here is where the actual journaling takes place. You will be evaluating students on whether or not they met the minimum requirement (see below) and whether or not the content was program-related. Encourage students to write as much as they are inspired to. There are extra pages in the back of the journal should students need them.
- **Sketch page**
  A blank sketch page follows the journal pages for each day. Encourage students to use it to make a different kind of visual record of their experience. You can choose whether to make this a requirement or not.

Other Pages and Templates

- **Maps pages**
  The maps pages can be used by students to paste or draw maps of the countries or regions they visit. They can trace the path of their travels or make notes regarding points of interest along the way. Leaders should feel free to make these or other suggestions to delegates or let them decide how to use these pages.
- **Budget and currency page**
  We've provided templates for students to record their spending as well as write currency exchanges compared to U.S. dollars. This may help them with spending decisions.
- **Memories pages**
  These are provided for students to use as they choose. They can get friends' autographs or paste in mementos such as photos, postcards, ticket stubs, brochures, etc.

Evaluating Journals for Content

For high school students, journal assignments should be evaluated as part of the academic component of the program. While we hope students do grow as creative writers through your instruction and journal writing, you will evaluate the journal as a Pass or No Pass based on the following content criteria only:

_____ Did the student write a minimum of one page per day on average?

_____ Is the content of the student's journal program-related and appropriate for an academic journal?

_____ Did the student write an average of five learning points per entry in their learning reflection pages?

A Pass travel journal grade requires that you can answer yes to these questions.

Although they will not receive high school credit, students in grades 5-8 are expected to complete journals as part of the program requirements.

What Not to Evaluate

Conventions: (grammar, spelling, punctuation)
Voice or style
Word choice
Sentence fluency

Share Your Expertise

Many leaders have experience teaching writing or journal techniques or have experience keeping travel journals. Please share advice, tips, or suggestions with your delegates to help make this the "special" record of their journey that it is intended to be. For example, you might give suggestions on how to use extra pages, how to jot down thoughts, or what memories they'll want to keep. Share your personal experience in keeping a travel journal. Feel free to give examples and explain why it was valuable for you.

Accommodations for Students with Disabilities

Students are instructed to inform you if you should take into account any special needs when evaluating their journals. This information will be kept as confidential as possible. It is possible that a student will not share this information with you. Use your best judgment and make accommodations as you see fit.

We've provided specific guidelines for the travel journal in the form of a handout you can distribute to delegates if you choose. This can be found under Orientation Meeting #2 Resources on your leader website.

We'd like to express appreciation to the following delegation leaders for sharing their ideas to help create the Student Ambassador Travel Journal: Iva Jean Tennant, Patti McDonald, Laurie Ward, Ann Gates, and Jennifer Stultz.

Also, many thanks go to our 2006-2008 International Student Ambassador Advisory Committee (ISAAC) members for their suggestions: Nancy Batten, Mary Bingman, Heather Deeter, Arlene Dukette, Susan Hanna, Cyndi Osborn, Jeff Smith, and Tina Warren.